De La Salle University

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| Course Title: | **The Contemporary World** |
| Course Code: | **GEWORLD** |
| College: | College of Liberal Arts |
| Department: | Department of International Studies |
| Setting: | Type A (Purely Online Learning) |
| Trimester / Academic Year: | Term I \| A.Y. 2022 - 2023 |
| Schedule/s: | Y21 \| MH \| 18:00 – 19:30 |
| Instructor: | **Mr. Marlo Luigi M. Joble**<br>*Assistant Professorial Lecturer*<br>marlo.joble@dlsu.edu.ph |
| Consultation: | Consultation is set via Email |

## I. COURSE DESCRIPTION

This course introduces students to the contemporary world by focusing and examining the international system, global society, global issues, and the multifaceted phenomenon of globalization. Using International Relations and other disciplines in the social sciences, it examines the socio-economic, political, and other transformations that have created an increasing awareness of the interconnectedness of peoples and places around the globe.

The course also includes topics on global issues in the context of trade and economics, global terrorism, health, and the environment. To this end, the course provides a critical overview of the various debates on global society, global governance, development, and sustainability.

Beyond exposing the student to the contemporary world outside the Philippines, it seeks to inculcate a sense of global citizenship, cosmopolitanism, internationalism, and global ethical responsibility.

## II. LEARNING OUTCOMES

At the end of the course, students should be able to:

| ELGA | Learning Outcomes for the Course |
|---|---|
| **Critical and creative thinker** | Demonstrate intellectual competencies.<br>Distinguish different interpretations of and approaches to the study of the global society and globalization. |
| **Effective communicator** | Describe the emergence of global economic, political, social, and cultural systems leading to formation of a global society.<br>Analyze the various contemporary drivers of globalization.<br>Understand the issues confronting the nation-state.<br>Assess the effects of globalization on different social units and their responses. |
| **Critical and creative thinker** | Discover personal and civic responsibilities as a global citizen. |
| **Effective communicator** | Analyze contemporary news events in the context of globalization.<br>Analyze global issues in relation to Filipinos and the Philippines. |
| **Reflective lifelong learner** | Come out with a final research output reflecting the student's insights and understanding of the global society and globalization. |
| **Service-driven global citizen** | Demonstrate values related to cosmopolitanism and internationalism.<br>Explain personal positions on various global issues.<br>Identify the notion and ethical implications of global citizenship. |

## III. COURSE REQUISITES, GRADING SYSTEM, & GRADE EQUIVALENCE

As evidence of attaining the above learning outcomes, the student is required to accomplish the following within the term:

| Requisites | Percentage of Grade |
|---|---|
| **Film / Documentary Review** - will assess the student's critical, analytical, and logical discernment and understanding of realistic and fictional themes and situations in relation to the global society, issues, and/or globalization. | 20% |
| **Group Reporting** - will assess the students' provisional, critical, analytical, and logical discernment and understanding of the selected topic for discussion. | 25% |
| **Modular Quizzes** - will assess the student's modular comprehension of the course. | 25% |
| **Social Media Campaign** - will seek the incorporation of the students' learnings from the course to a social media campaign and contribute to the growing online discussions on matters related to the global society and/or globalization. | 30% |

| Grade Point Equivalence | |
|---|---|
| 97 - 100 | **4.0** |
| 93 - 96 | **3.5** |
| 89 - 92 | **3.0** |
| 85 - 88 | **2.5** |
| 80 - 84 | **2.0** |
| 75 - 79 | **1.5** |
| 70 - 74 | **1.0** |
| 0 - 69 | **0.00** |

## IV. RUBRIC FOR ALL COURSE REQUISITES

The following rubric shall be used to assess the students' submitted requisites and performance in class. Students are advised to self-check their output prior to submission to ensure compliance with departmental standards.

| Criteria | Exemplary | Satisfactory | Developing | Beginning | Rating |
|---|---|---|---|---|---|
| Awareness of subject matter and ability to collect data and describe situations | The submitted work manifests qualities that go beyond the requirements. | The submitted work manifests the required qualities | The submitted work manifests the required qualities. Certain aspects are either incomplete or incorrect. | The submitted work does not manifest any of the requirements. | 25% |
| Ability to think critically and in a multidisciplinary approach | The submitted work manifests qualities that go beyond the requirements. | The submitted work manifests the required qualities | The submitted work manifests the required qualities. Certain aspects are either incomplete or incorrect. | The submitted work does not manifest any of the requirements. | 15% |
| Ability to analyze comparatively based on prescribed methods | The submitted work manifests qualities that go beyond the requirements. | The submitted work manifests the required qualities | The submitted work manifests the required qualities. Certain aspects are either incomplete or incorrect. | The submitted work does not manifest any of the requirements. | 10% |
| Ability to distill and synthesize issues through a multi-disciplinary approach? | The submitted work manifests qualities that go beyond the requirements. | The submitted work manifests the required qualities | The submitted work manifests the required qualities. Certain aspects are either incomplete or incorrect. | The submitted work does not manifest any of the requirements. | 20% |
| Ability to communicate effectively | The submitted work manifests qualities that go beyond the requirements. | The submitted work manifests the required qualities | The submitted work manifests the required qualities. Certain aspects are either incomplete or incorrect. | The submitted work does not manifest any of the requirements. | 20% |
| Ability to respect diverse cultures and systems | The submitted work manifests qualities that go beyond the requirements. | The submitted work manifests the required qualities | The submitted work manifests the required qualities. Certain aspects are either incomplete or incorrect. | The submitted work does not manifest any of the requirements. | 10% |
| **TOTAL** | | | | | **100%** |

## V. COURSE SCHEDULE

| Week | Topic | Module & Readings | Date | Activities | Online Learning Resources |
|---|---|---|---|---|---|
| 1 | **Orientation and Course Perception-Formation** | - | 05 September | Synchronous:<br>- Orientation<br>- Course Overview | Class:<br>- AnimoSpace<br>- Zoom |
| | | | 08 September | Asynchronous:<br>- Documentary | Assignment:<br>(https://www.youtube.com/watch?v=7fkHtjm-JDU) |
| 2 | **Globalization and Global Affairs** | **1**<br>Readings:<br>WP: pp.2-51<br>GP: pp.1-24<br>GBT: pp.55-82<br>IIR: pp.61-131; 208-230<br>GP: pp.54-72<br>WA: pp.31-52; 87-102; 151-181 | 12 September | Synchronous:<br>- Globalization<br>- Global Affairs | Class:<br>- AnimoSpace<br>- Zoom |
| | | | 15 September | Synchronous:<br>- Globalization<br>- Global Affairs | Class:<br>- AnimoSpace<br>- Zoom |
| 3 | | | 19 September | Synchronous:<br>- Major Theories in International Relations | Class:<br>- AnimoSpace<br>- Zoom |
| | | | 22 September | Asynchronous:<br>- Documentary | Assignment:<br>(https://www.youtube.com/watch?v=ej8x_c1OY1w) |
| 4 | **State Transformation and the International System** | **2**<br>Readings:<br>GP: pp.25-51<br>AIGS: pp.1- 50 | 26 September | Synchronous:<br>- Evolution of the Early Sociopolitical Landscapes<br><br>1st Modular Quiz | Class:<br>- AnimoSpace<br>- Zoom |
| | | | 29 September | Synchronous:<br>- Emergence of the Nation-State System<br>- Contemporary System | Class:<br>- AnimoSpace<br>- Zoom |
| 5 | **Rise of the Regional and Global Orders** | **3**<br>Readings:<br>GP: pp. 455-459<br>WP: pp.116-146<br>GI: pp. 51-84<br>AIGS: pp.51-86<br>GP: pp. 432-453<br>WP: pp.147-157<br>GP: pp.480-506<br>WP: pp.162-169; 295-297 | 03 October | Synchronous:<br>- Global Governance<br>- Global Divides<br><br>2nd Modular Quiz | Class:<br>- AnimoSpace<br>- Zoom |
| | | | 06 October | Synchronous:<br>- Rise of Regionalism | Class:<br>- AnimoSpace<br>- Zoom |
| | | | | Synchronous: | Class: |

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| **6** | | AIGS: pp.69-74 | 10 October | - Analyses of the League of Nations<br>- Analyses of the United Nations | - AnimoSpace<br>- Zoom |
| | | | 13 October | Asynchronous:<br>- Film | Assignment:<br>Hotel Rwanda (2004) |
| **7** | **Global Issues** | **4**<br>Readings:<br>GI: pp.3-38; 163-201<br>WP: pp.455-485<br>GP: pp. 383-411<br>AIGS: pp.187-213<br>GEPC: pp. 2-11<br>GID: pp.1742-1748 | 17 October | Synchronous:<br>- Environment<br><br>3rd Modular Quiz<br><br>Group Reporting (I) | Class:<br>- AnimoSpace<br>- Zoom |
| | | | 20 October | Synchronous:<br>- Population and Health<br><br>Group Reporting (II) | Class:<br>- AnimoSpace<br>- Zoom |
| **8** | | Readings:<br>GP: pp. 239-281<br>AIGS: pp. 290-338<br>WP: pp.233-273 | 24 October | Synchronous:<br>- War & Geopolitics<br><br>Group Reporting (III) | Class:<br>- AnimoSpace<br>- Zoom |
| | | | 27 October | Asynchronous:<br>- Documentary | Assignment:<br>(https://www.youtube.com/watch?v=1U_AvhkY-vQ&t=2s) |
| **9** | ***School Break*** | - | 31 October | - | - |
| | | - | 03 November | - | - |
| **10** | **Global Issues** | Readings:<br>GP: pp. 282-302<br>AIGS: pp. 290-338<br>WP: pp.194-232 | 07 November | Synchronous:<br>- Terrorism<br><br>Group Reporting (IV) | Class:<br>- AnimoSpace<br>- Zoom |
| | | Readings:<br>WP: pp.353-390<br>GI: pp.44-70<br>GP: pp. 83-110<br>GBT: pp. 141-201 | 10 November | Synchronous:<br>- Trade<br>- Economics<br><br>Group Reporting (V) | Class:<br>- AnimoSpace<br>- Zoom |
| **11** | | Readings:<br>GBT: pp. 237-260<br>AIGS: pp. 251-289<br>GI: pp.211-228 | 14 November | Synchronous:<br>- Communications & Technology<br><br>Group Reporting (VI) | Class:<br>- AnimoSpace<br>- Zoom |
| | | - | 17 November | Asynchronous:<br>- Film | Assignment:<br>Don't Look Up (2021) |
| **12** | **Emerging Global Issues** | Readings:<br>RSDG | 21 November | Synchronous:<br>- Space Exploration | Class:<br>- AnimoSpace |

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| **12** | **Emerging Global Issues** | SECIE<br>GSAA | | 4th Modular Quiz<br><br>Group Reporting (VII) | - Zoom |
| | | <u>Readings:</u><br>NRAGT<br>RNIR<br>IRTFC | 24 November | <u>Synchronous:</u><br>- Resurgence of Nationalism<br><br>Group Reporting (VIII) | <u>Class:</u><br>- AnimoSpace<br>- Zoom |
| **13** | | - | 28 November | <u>Asynchronous:</u><br>- Documentary<br><br>5th Modular Quiz | <u>Assignment:</u><br>(https://www.youtube.com/watch?v=28x-tn-KGHo&t=1916s) |
| | **Social Media Campaign** | - | 01 December | <u>Synchronous:</u><br>- Group Output Reporting | <u>Class:</u><br>- AnimoSpace<br>- Zoom |
| **14** | | - | 05 December | <u>Synchronous:</u><br>- Group Output Reporting | <u>Class:</u><br>- AnimoSpace<br>- Zoom |
| | ***<u>Holiday:</u><br>Feast of the Immaculate Conception*** | - | 08 December | - | - |
| **15** | ***School Break*** | - | 12 December | - | - |
| | | - | 15 December | - | - |
| **16** | **Grade Consultation** | - | 20 December | - | <u>E-Mail / AnimoSpace</u> |

## REQUIRED FILMS

https://drive.google.com/drive/folders/1xkzbthEEw7HjWMgLtGX-rwitHQr_TO8O?usp=sharing

## REQUIRED READINGS

Kegley, Charles and Bannon, Shannon. *World Politics Trend and Transformation.* Canada: Wadsworth Cengage Learning. 2014. **(WP)**

https://drive.google.com/drive/folders/1eSvORT_6Be78Hd8TlS4HRWcD7Tc6cr_d

## OTHER READINGS


Heywood, Andrew. *Global Politics*. London, the United Kingdom: Palgrave Macmillan, 2011. **(GP)**

Campbell, Patricia, Aran Mckinnon, and Christy Stevens. *An Introduction to Global Studies*. United Kingdom: John Wiley & Sons Ltd, 2010. (**AIGS)**

Hite, Kristen and Seitz, John L. *Global Issues: An Introduction*. Malaysia: Vivar Printing Sdn Bhd, 2016. **(GI)**

Jackson, Robert and Sorensen, Georg. *An Introduction to International Relations: Theories and Approaches*. Oxford, United Kingdom, 2016. **(IIR)**

Pettman, Ralph. *World Affairs: An Analytical Overview*. Singapore: World Scientific Publishing Co. Pte. Ltd, 2010. **(WA)**

Ritzer, George and Dean, Paul. Globalization: A Basic Text Second Edition. Oxford, United Kingdom, 2015. (**GBT**)

Lakshman, Mekala & Rachana, Mekala. (2020). Global Epidemics and Pandemics in the Light of Civilization, Colonization and Globalization Its Impact on Environmental Health To Contain COVID -19 One Heath Approach is Mandate: A Review. One Health Review Article. Available from: https://www.researchgate.net/publication/341180553_One_Health_Review_Article [accessed May 07 2020].. 10.13140/RG.2.2.27222.88645. (**GEPC**)

Brian D. Gushulak, Douglas W. MacPherson, Globalization of Infectious Diseases: The Impact of Migration, Clinical Infectious Diseases, Volume 38, Issue 12, 15 June 2004, Pages 1742–1748, https://doi.org/10.1086/421268 or https://academic.oup.com/cid/article/38/12/1742/304890. (**GID**)

Vedda, James. (2007). The Role of Space Development in Globalization. https://www.researchgate.net/publication/280158123_The_Role_of_Space_Development_in_Globalization/citation/download (**RSDG**)

Lewis, James Andrew. (2014). Space Exploration in a Changing International Environment. https://csis-website-prod.s3.amazonaws.com/s3fs-public/legacy_files/files/publication/140708_Lewis_SpaceExploration_Web.pdf (**SECIE**)

Dudley-Flores, Mariyln and Gangale, Thomas. (2007). The Globalization of Space – The Astrosociological Approach. Pages 1-35. http://www.astrosociology.org/Library/PDF/Contributions/Space%202007%20Articles/Globalization%20of%20Space.pdf (**GSAA**)

Bieber, Florian. (2018). Is Nationalism on the Rise? Assessing Global Trends. Pages 519-540. https://www.tandfonline.com/doi/full/10.1080/17449057.2018.1532633?scroll=top&needAccess=true (**NRAGT)**

Statkus, Nortautas. (2020). The Role of Nationalism in the 21st Century System of International Relations. Lithuanian Annual Strategic Review. 17. 125-156. 10.2478/lasr-2019-0005. https://www.researchgate.net/publication/340935944_The_Role_of_Nationalism_in_the_21st_Century_System_of_International_Relations (**RNIR)**

Biel, Robert. (2015). The International Politics of the 21st Century. 10.13140/RG.2.1.2686.0645. https://www.researchgate.net/publication/279705260_The_International_Politics_of_the_21st_Century (**IRTFC**)

## VI. GENERAL GUIDELINES FOR AUDIO-VISUAL REQUISITES

Below are some of the general guide questions on how to answer the requisite.
(***Note***: *The discussion in your paper shouldn't be limited by your answers to these questions.*)

1) What are the themes, theories, and aspects of international relations, global society, globalization, and international relations shown in the movie?

2) Do you think the movie or documentary effectively discussed those theme or themes? How? What are your realizations?

Limit your review/paper within **2-3 paragraphs** in a **single page** with a font size of **12**, font style of **Garamond**, and **single-spaced**.

## VII. GENERAL GUIDELINES FOR GROUP REPORTING

Below is the list of topics and its corresponding schedule to be reported by selected groups:

1) Pakistan Flooding 2022 (**Week 7 – 17 October**)
2) Vaccination as a Response to Pandemics (**Week 7 – 20 October**)
3) Russian Aggression: Conflict with Ukraine (**Week 8 – 24 October**)
4) ISIS: Global Caliphate (**Week 10 – 07 November**)
5) Global Recession 2022 (**Week 10 – 10 November**)
6) Cyber Warfare (**Week 11 – 14 November**)
7) Issues with Privatization of Space Exploration (**Week 12 – 21 November**)
8) January 6 United States Capitol Attack (**Week 12 – 24 November**)

The group reporting will be limited to **20 - 30 minutes**, which will cover a **short introduction**, **arguments**, **critical analyses**, and **examples** in a PowerPoint presentation (PPT).

## VIII. GENERAL GUIDELINES FOR GROUP OUTPUT

**- Social Media Campaign:**

May be done through a creation of a Facebook Page, where requisites are to be posted, or both a Facebook Page and a YouTube Channel. Required output are **Seven** (**7**) 2:00 – 5:00 min Videos connecting global issues with intergovernmental/governmental policies and undertakings.

May cover and discuss any of the following global issues:

1. Pandemics and Epidemics
2. International Trade
3. International Security
4. Jihadist Terrorism
5. Geopolitics
6. Cyberwarfare
7. Environment
8. Food Security

Posting of content, submissions, and output must be started on **Week 10 (07/10 November)** onwards.

Reporting of Visual Outputs is on **Week 13/14 (01 and 05 December)**.

Sample Social Media Campaign Output:

**https://www.facebook.com/WorldWatchFB**

(***Note***: *Please don't copy and plagiarize the content, submissions, and output*)

## IX. HOUSE RULES

1. 5 / 10 mins of restroom, tea, coffee, and/or merienda break will be allotted in the middle of the class / whenever the lecturer deems it applicable.

2. Everyone is encouraged to open their camera for better intellectual discussion and social appreciation of the class.

3. Everyone must mute themselves, unless during a discussion in which a prior usage of the raise hand function has been done.

4. Absences are discouraged, except for medical and health reasons (supporting documents to be submitted).